

**Программа учебной дисциплины
«Внутренний экзамен по английскому языку (1 курс)»**

Утверждена
Руководителем
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Число кредитов	0
Контактная работа (час.)	3 ак. часа
Самостоятельная работа (час.)	3 ак. часа
Курс, Образовательная программа	1 курс, ООП бакалавриата НИУ ВШЭ
Формат изучения дисциплины	без использования онлайн курса

1. Цель, результаты освоения дисциплины и пререквизиты

Целью данного экзамена является контроль микро и макро умений академического общения, лежащих в основе различных международных экзаменов уровня В2-С1.

Банк заданий является общим для всех образовательных программ. Тематика текстов основывается на практике различных моделей использования языка, в том числе предполагает включение научно-популярных и публицистических текстов в пределах заявленных языковых уровней по специфике различных профильных программ.

Экзамен проводится централизованно по единому расписанию. Данный экзамен является обязательной частью учебного плана для всех образовательных программ. Оценка за экзамен является финальной оценкой по дисциплине.

2. Содержание учебной дисциплины

- Экзамен состоит из двух частей (письменной и устной).
- Письменная часть состоит из 3 разделов:
- Чтение включает в себя работу с двумя текстами.
- Длительность проведения данного раздела составляет 30 минут. Максимальное количество баллов - 10.
- Аудирование включает в себя прослушивание лекции - презентации. Длительность проведения данного раздела составляет не более 15 минут. Максимальное количество баллов -10.
- Письмо включает в себя написание эссе по заданной теме.
- При написании эссе рекомендуемый объем текста составляет 250 слов. Длительность проведения раздела Письмо составляет 45 минут. Максимальное количество баллов -20.
- Устная часть представлена разделом Говорение и включает в себя монолог на заданную тему и ответы на вопросы по пройденным темам. Возможна аудиозапись устной части экзамена. В начале ответа экзаменующийся называет свои фамилию, имя, отчество, номер группы, название образовательной программы. Запись ответа сохраняется до окончания апелляционного периода.
- Общее время ответа одного студента составляет 7-12 минут. Максимальное количество баллов - 20.
- Студент, не явившийся на одну из частей экзамена по уважительной причине, считается сдававшим часть экзамена, в которой он/она принимал(а) участие и допускается к передаче части экзамена, на которой отсутствовал(а) по уважительной причине.

3. Оценивание

Оценка_{дисциплина} = Оценка_{экзамен}

Структура внутреннего экзамена по английскому языку

Раздел работы	Возможные задания	Баллы	Комментарии к заданиям
Чтение	<ol style="list-style-type: none"> Прочитайте текст №1 и определите, какие из утверждений 1-5 соответствуют содержанию текста (Верно), какие не соответствуют (Неверно) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (В тексте не сказано). Прочитайте текст № 2 и заполните пропуски в утверждениях 6-10, используя не более 4-х слов и/или 	10 баллов	Длительность проведения раздела <i>Чтение</i> составляет 30 минут.
Аудирование	<p>Прослушайте лекцию-презентацию один раз и выполните последовательно следующие задания:</p> <p>в заданиях 1-5 заполните пропуски (таблицу), используя не более 3 слов и /или чисел из текста;</p> <p>в заданиях 6-10 выберите один из трех</p>	10 баллов	Длительность проведения раздела <i>Аудирование</i> составляет 15 минут.
Письмо	Напишите эссе по предложенной теме.	20 баллов	Рекомендуемый объем слов-250 Длительность проведения раздела <i>Письмо</i> составляет
Говорение	<ol style="list-style-type: none"> Монолог на заданную тему (с предварительной подготовкой в течение 1 минуты). Ответы на вопросы по пройденным темам (без подготовки). 	20 баллов	Длительность проведения раздела <i>Говорение</i> для одного студента составляет 7-12 минут

Таблица пересчета процентов выполнения экзаменационной работы в баллы и оценку (шкала оценивания)

Процент выполнения работы	Баллы (1 опция)	Оценка
95-100%	57 – 60	10
88-94%	53 – 56	9
81-87%	49 – 52	8
74-80%	44 – 48	7
66-73%	40 – 43	6
58-65%	35 – 39	5
50-57%	30 – 34	4
41-49%	25 – 29	3
31-40%	19 – 24	2
Меньше 31%	18 и меньше баллов	1

4. Примеры оценочных средств

Блокирующие элементы контроля не предусмотрены.

Образец письменной части внутреннего экзамена по

английскому языку

1 курс 4 модуль¹

Раздел 1 ЧТЕНИЕ

Text 1

You should spend about 15 minutes on Questions 1-5, which are based on Text 1.

Read the text and decide if the following statements agree with the information given in Text 1. In boxes 1-5 on your answer sheet, write

T (TRUE) if the statement agrees with the information in the text
F (FALSE) if the statement contradicts the information in the text
NG (NOT GIVEN) if there is no information on this

1. Modern economics distinguishes between two approaches to the economy.
2. The more we spend, the better and more prosperous life is.
3. Companies respond to the needs of consumers.
4. Companies will not stay in business unless consumers keep buying things from them.
5. In a consumer society, people are so obsessed with buying goods that they do not give importance to the consequences of their actions.

IS ECONOMIC GROWTH THE ROUTE TO GLOBAL PROSPERITY?

Jonathan Rowe examines the price we pay for the growth

I want to talk about the economy. Not ‘the economy’ we hear about endlessly in the news and in politicians’ speeches. Not ‘the economy’ that men in suits play with to make vast personal wealth. But the economy where the rest of us live on a daily basis, earning our living, paying our taxes, and purchasing the necessities of life.

We are supposed to be benefiting from all the advantages of a prosperous society. So why do we feel drained and stressed? We have no time for anything other than work, which is ironic

¹ Задания, представленные в данном документе, иллюстрируют тип предложенного задания. Объем текстов для чтения, длительность текста для аудирования и уровень языка в них может отличаться от длительности текстов и уровня языка в реальных вариантах.

given the number of labour-saving devices in our lives. Our towns become more and more congested, we poison our air and seas. If times were truly good, then you'd think we'd all feel optimistic about the future. Yet the majority of us are deeply worried. More than 90% of us think we are too concerned about ourselves and not concerned enough about our future.

The term 'economic expansion' suggests something desirable and benevolent. But expansion simply means spending more money. More spending doesn't mean that life is getting better. It often means the opposite – greed, deprivation, crime, pollution. More spending merely feeds our economic system. Unless money keeps circulating, the economy collapses. If we don't keep consuming, then manufactures and retailers go out of business. The whole system goes into stalemate.

As a leading economist put it, consumer societies are 'in need of need'. We don't need the things the economy produces as much as the economy needs our sense of need for these things. Why, in our supermarkets, do we have to choose from sixty different kinds of toilet paper and a hundred different breakfast cereals? Need is the miracle that keeps the engines of expansion turning relentlessly. In economics, there is no concept of enough, just a chronic yearning for more.

Why is it possible to buy strawberries from Ecuador and green beans from Kenya when these countries can hardly feed their own people? It is because these are cash crops, and the countries need the money to service their debts. Notice that servicing a debt means just paying the interest, not paying the debt off. Western banks make vast profits from third world debt.

To break the cycle, we need to become far more aware of the results of our actions. We demand cheap food, mindless of the fact that it is totally devoid of taste and is produced using chemicals. The evil of the consumption culture is the way it makes us unaware of the impact of our own behaviour. Our main problem is not that we don't know what to do about it. It is mustering the desire to do it.

Text 2

You should spend about 15 minutes on Questions 6-10, which are based on Text 2.

Read the text and complete the sentences below.

*Choose **NO MORE THAN FOUR WORDS AND/OR FIGURES** from the text for each answer.*

Write your answers in boxes 6-10 on your answer sheet.

6. Sports fans include many different types of people, but they are all part of _____.

7. The _____ is about how we categorize people in groups, and how we identify with certain groups more than others.

8. People want others to think highly of _____ they belong to.

9. By studying language, we can see that **fans** feel closer to the team when

10. Fans of a winning team feel more self-confident and are more likely to

more money.

SPORTS FANS AND IDENTITY

Each of us knows someone who is crazy about a particular sports team. Being a sports fan instantly connects you to a very large community of people who have a common passion. Some fans say that when you walk into a sports stadium, you belong to a very special group of people, and when your team wins, you feel great. Sports fans seem to connect their own identity to their chosen team and feel connected with the team and players.

Our individual identity consists of many things, including our gender, personality, abilities, and social groups. The groups we choose to belong to, from community groups to groups of sports fans, shape our identity. Related to this is the social identity theory, developed in 1979 by Henri Tajfel and John Turner. They suggested that we naturally categorize people into groups. According to the social identity theory, our self-esteem - how we feel about ourselves - is reflected in the groups we choose to belong to.

This theory says that, since our self-esteem is related to belonging to certain groups, we want our group to be seen more positively than other groups. According to the social identity theory, we naturally protect the groups that we identify with and belong to, while devaluing other groups.

Two interesting studies point out the unique connection between sports and identity. First, researchers have studied language used by sports fans to talk about their teams. Dr. Robert Cialdini, a professor and well-known expert on the psychology of influence, showed that when teams did well, fans would closely identify themselves with the team. For example, by using pronouns like 'we', fans show that they feel closely connected with the team when it is winning. However, when teams didn't do well, fans would distance themselves from the losing team, using different pronouns.

Social scientists have also studied the effect of winning a national football championship in the U.S. on the fans of the winning team. They have found that fans have more self-confidence and feel more competent, probably because team victories reflect well on their personal sense of identity. When people feel more competent, they perform better at work and are likely to earn and spend more money. Experts say that, for these reasons, it is likely that a winning team may have a positive influence on the economy of a city.

Раздел 2 АУДИРОВАНИЕ

Listen to the recording ONCE. As you listen, do the following tasks.

Questions 1-5

*Complete the table below. Write **NO MORE THAN THREE WORDS AND/OR FIGURES** for each answer.*

Write your answers in boxes 1-5 on your answer sheet.

1. Trachoma is a	_____dis ease	caused by the contact with an affected person or with flies.
2. The specialists think that as many as	_____ people in the world	can get trachoma.
3. As confirmed by _____ →,	pictures on the tomb wall in Northern Sudan show that	trachoma was known to ancient Nubians thousands of years ago.
4. Trachoma community from different areas	of the world _____ in their efforts	to eliminate the disease.
5. The stages of the trachoma fighting programme	are _____,antibiotics,	face washing and _____.

Questions 6-10

Choose the correct letter **A**, **B**, or **C**.

Write your answers in boxes 6-10 on your answer sheet.

6. Pfizer provides trachoma control programme with antibiotics that trained volunteers provided with _____ take to people across the country.
- A. complex logistics**
B. a dose pole
C. transportation to every country
7. The local people are taught how to _____ the number of flies in the environment where they live.
- A. eliminate**
B. tackle
C. reduce
8. In the efforts to eliminate trachoma, Sightsavers carried out a _____ programme over 3 years and in 29 countries.
- A. mapping**
B. medical
C. district by district survey
9. Sightsavers examined _____ residents of the countries where people suffered from trachoma.
- A. 2,000,500
B. 2,500,000
C. 25,000,000

10. The programme believes that in countries with the heaviest outbursts of trachoma, _____, the situation with this disease may improve and move towards the complete elimination of trachoma.
- A. countries across the Americas and all across the Pacific**
 - B. Ethiopia and Nigeria**
 - C. 12 African countries**

SCRIPT

I'd like you to imagine, just for a moment, that your eyelashes grew inwards instead of outwards, so that every time you blinked, they would scrape the front of your eyeballs, damaging the corneas, so that slowly and painfully, you went blind.

Well, that's what happens to a person who has trachoma. Now, this little boy here, Pamela, from Zambia, he has trachoma. And if we don't do anything, he's going to go blind.

Trachoma is a curious disease. It's a bacterial infection that's passed from person to person and by flies. The repeated infection will scar your eyelids so that they contract and they turn inside out. It particularly affects women, because they have the contact with children. So what you'll often see in places like Ethiopia are girls who have tweezers like this around their necks, and they use them to pluck out their eyelashes. But of course, that only gives them temporary respite, because they just grow back more vicious than before.

There are around two million people in the world who are blind or visually impaired because of trachoma. And we believe there may be as many as 200 million people who are at risk.

Now, it's a very old disease. What you can see is a photo of a wall of a tomb in Northern Sudan. A colleague and I were traveling in a very remote village, and we asked an old man to take us down into a little tomb. Now, on the wall, we saw two eyes. One is crying, and you can see there are tweezers next to it. Simon said to me, "My God, do you think that's trachoma?" So we sent this picture to the British Museum, and they confirmed that, yes, this is trachoma. So, thousands of years ago, the ancient Nubians were painting pictures of trachoma on the walls of their tomb. And the tragedy is that disease is still rampant in that area today. And the crazy thing is, we know how to stop it.

And what's great is that the trachoma community have all come together to pool their efforts. We don't compete; we collaborate.

I have to tell you, that's not always the case in my experience in the NGO world. We've created something called the International Coalition for Trachoma Control. And together, we've developed a strategy to fight it. This strategy is called the SAFE strategy, and it's been approved by the World Health Organization.

The "S" stands for "surgery." It's very straightforward procedure to turn the eyelids back the right way. We train nurses to do it, and they use local anesthetics. And as you can see, you can do it in somebody's front porch, if need be.

Then "A" stands for "antibiotics." These are donated by Pfizer, who also pay for those drugs to be transported to the port in-country. From there, they're taken to the villages, where hundreds of thousands of community volunteers will distribute those drugs to the people. Now, we train those volunteers, and we also help the ministries with all that complex logistics. And every one of those volunteers has a pole like this. It's called a "dose pole." This one's from Cameroon. And you can see it's marked different colors, and you can tell how many pills you should give somebody, based on how tall they are.

"F" stands for "face washing." Now, we used to have trachoma in the UK and in the US. In fact, President Carter, he talks about how trachoma was a real problem in Georgia when he was a little boy. And in the UK, the famous eye hospital, Moorfields, was originally a trachoma hospital. What we do is teach kids like this how important it is to wash their faces.

And finally, "E" stands for "environment," where we help the communities build latrines, and we teach them to separate their animals from their living quarters in order to reduce the fly population. So we know how to tackle the disease. But we need to know where it is. And we do, because a few years ago, Sightsavers led an incredible program called the Global Trachoma Mapping Project. It took us three years, but we went through 29 countries, and we taught local health workers to go district by district, and they examined the eyelids of over two and a half million people. And they used Android phones in order to download the data. And from that, we were able to build a map that showed us where the disease was. Now, this is a very high-level map that shows you which countries had a problem with trachoma.

And you may ask me, "Well, does this strategy actually work?" Yes, it does. This map shows you the progress that we've made to date. The green countries believe they've already eliminated trachoma, and they have either been through or are in the process of having that validated by the WHO. Countries in yellow have the money they need, they have the resources to eliminate trachoma. And some of them are really nearly there. But the red countries, they don't have enough funding. They cannot eliminate trachoma unless they get more. And we're quite concerned, though, that the progress to date may stall.

So when we were talking to the Audacious ideas guys, we asked ourselves: If we really, really pushed ourselves over the next four or five years and we had the money, what do we think we could achieve?

Well, we believe that we can eliminate trachoma in 12 African countries and across the Americas and all across the Pacific. And we can make significant progress in two countries

which have the highest burden of the disease, which is Ethiopia and Nigeria. And in doing all of that, we can leverage more than two billion dollars' worth of donated drugs.

Now, this map here shows you the impact that we'll have -- look how many countries are going green. And there, you can see progress in Ethiopia and Nigeria. Now, yes, there are some countries that are still red. These are mainly countries which are in conflict -- places like Yemen, South Sudan -- where it's very difficult to work. So, we have the team, the strategy and the map. And we also have the relationships with the governments so that we can make sure that our program is coordinated with other disease-control programs, so that we can be efficient. Wouldn't it be amazing if we could do this? We'd have trachoma on the run. We would be on the home straight to eliminate this disease from the whole world.

But before I finish, I just want to share with you some words from the founder of Sightsavers, a guy called Sir John Wilson. Now, he was blinded at the age of 12. And he said, "People don't go blind by the million. They go blind one by one." And in the excitement of being able to say we've got rid of trachoma for the whole country, let's not forget that, actually, this is a devastating disease that destroys the lives of individual people.

People like Twiba. Now, I met Twiba last year in Tanzania. She had had trachoma for as long as she could remember. And a couple of months before I met her, she'd had the operation. It's no exaggeration to say that this had totally transformed her life. We'd saved the sight that she had left, and she was free of pain. She could sleep. She could work, she could socialize. And she said to me, "I have my life back." And it was impossible not to be moved by her story. But there are so many Twibas. I want to find all the Twibas, and I don't want anyone to go blind in agony anymore.

Now, you know, there are so many intractable problems in this world. But this is not one of them. This is something that we can solve. And we can ensure that kids like this can grow up free from the fear of trachoma. So, for the sake of kids like this, and for the sake of people like Twiba, let's get rid of trachoma. Do you think we can? Well, yeah, if we really, really want to. Yes, we can.

Раздел 3 ПИСЬМО

You should spend about 45 minutes on this task.

Write an essay on the given topic. Give reasons for your answer and include any relevant examples from your own knowledge or experience. 250 words recommended.

Раздел 4

ГОВОРЕНИЕ

TASK 1. *In 1 minute be ready to talk about good study habits.*

You should say:

- how students should manage their time effectively
- how to take good notes
- how to organize a study zone

and explain why you think the habits you mention are really beneficial for students.

TASK 2. *Answer the following questions. Express and justify your opinion.*

1. Do we need to motivate ourselves to work out in the morning? (The advantages of working out in the morning)
2. Are college graduates smarter than people who did not go to college?
3. What are the ways to make our cities more sustainable?

5. Ресурсы

5.1. Рекомендуемая основная литература

- 1) Prasoona, S. (2015). English Vocabulary Made Easy : The Complete Vocabulary Build up for Improving English. DELHI: V&S Publishers. Электронный доступ: <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1586152>
- 2) Prasoona, S. (2015). English Grammar and Usage : Read Swiftly, Speak Fluently and Write Correctly. DELHI: V&S Publishers. Электронный доступ: <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1586151>
- 3) Collin, P. H., Wyatt, R., & Wyatt, R. (2005). Check your English Vocabulary for FCE +: All you need to pass your exams. Электронный доступ: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=320287&query=FCE%2Bexam>

5.2. Рекомендуемая дополнительная литература

- 1) Tanvir Khan. (2015). Improve Your Vocabulary : Enriching Word Power the Fun Way. DELHI: V&S Publishers. Электронный доступ: <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1586161>

5.3. Профессиональные базы данных, информационные справочные системы, интернет-ресурсы (электронные образовательные ресурсы)

Oxford English Dictionary. (n.d.). Электронный доступ: <https://www.oed.com/>

6. Особенности организации обучения для лиц с ограниченными возможностями здоровья и инвалидов

В случае необходимости, обучающимся из числа лиц с ограниченными возможностями здоровья (по заявлению обучающегося) а для инвалидов также в

соответствии с индивидуальной программой реабилитации инвалида, могут предлагаться следующие варианты восприятия учебной информации с учетом их индивидуальных психофизических особенностей, в том числе с применением электронного обучения и дистанционных технологий:

6.1.1. *для лиц с нарушениями зрения:* в печатной форме увеличенным шрифтом; в форме электронного документа; в форме аудиофайла (перевод учебных материалов в аудиоформат); в печатной форме на языке Брайля; индивидуальные консультации с привлечением тифлосурдопереводчика; индивидуальные задания и консультации.

6.1.2. *для лиц с нарушениями слуха:* в печатной форме; в форме электронного документа; видеоматериалы с субтитрами; индивидуальные консультации с привлечением сурдопереводчика; индивидуальные задания и консультации.

6.1.3. *для лиц с нарушениями опорно-двигательного аппарата:* в печатной форме; в форме электронного документа; в форме аудиофайла; индивидуальные задания и консультации.